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EXTENSION SERVICE

# REVIEW

U.S. DEPARTMENT OF AGRICULTURE \* AUGUST 1971



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MAKING A HOUSE  
A HOME - PAGE 10

*The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.*

*The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.*

**CLIFFORD M. HARDIN**  
*Secretary of Agriculture*

**EDWIN L. KIRBY, Administrator**  
*Extension Service*

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**Editor: W. J. Whorton**  
**Associate Editor: Mary Ann Wamsley**

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## EXTENSION SERVICE

# REVIEW

*Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.*

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## Speaking their language

"We just don't speak the same language"—an apt metaphor for describing a "communication gap." What is more important in establishing rapport with another than being able to speak as he does? If this is true in a figurative way, it certainly is much more valid in a literal sense. Nearly everyone is more receptive to ideas when they are presented in his native language.

In many areas of the country, bilingual Extension agents have been contributing to Extension's educational progress for years. And a key to the success of Extension program aides is that they come from the neighborhoods in which they work—and thus speak the language.

An excellent example of reaching people by speaking to them on their own terms is the article on page 8 about a Spanish-language CATV show in Reading, Pennsylvania. A platter of Spanish-language radio spots on 4-H and nutrition was recently released by ES-USDA to radio stations across the country, through State Extension editors. Early response indicates it is being well received.

Language barriers also can exist between people who speak the same basic tongue. The young, for example, and the inner-city dwellers, have vernaculars of their own. How credible can one be to them without knowing those vernaculars? There have been some successful experiments with having inner-city residents "translate" basic information into publications for their peers. Some of the phrases sound strange to outsiders—but they communicate with their intended audience.

America may be a "melting pot," but many diverse identities remain. They deserve to be approached on their own ground, and we need to continually be thinking of ways to do this better.—MAW



by  
Carolyn L. McNamara  
Family Living Editor  
Agricultural Information Department  
Purdue University



## Tour series teaches Extension aides about food retailing

*A grocery company representative offers produce for comparison by an Extension program assistant during one of the in-store training sessions in Indianapolis.*

Getting the maximum for her food dollar is of interest to nearly every homemaker, but it has been of special concern to 27 assistants in the Marion County, Indiana, Extension expanded food and nutrition education program.

In an attempt to provide them the best information to share with their Indianapolis inner-city neighbors, the Indiana Cooperative Extension Service teamed up with the Kroger Company for one phase of their training.

Designed to acquaint the program assistants with all aspects of food retailing, this portion of their training consisted of a series of tours of the company's Indianapolis facilities.

During the first session, assistants saw a film showing movement of food from producers to market. Most were unaware of risks involved in moving the food, and for many the concept of supply and demand was a new idea.

A tour of warehouse facilities allowed the assistants to see how orders from stores are received, coded, filled in bulk, and sent to individual markets. Here they learned that each market—

urban or suburban—receives the same merchandise.

On subsequent tours assistants observed processing, weighing, and packaging of dairy and bakery products. They were impressed by the cleanliness and careful operations. It was here many realized that expensive and frequently advertised products were not necessarily best.

A tour of the meat plant introduced assistants to processing, cutting, and pricing done at the plant as well as how and when orders were moved to neighborhood stores. The surprised homemakers learned that fat really was trimmed from meat before packaging and that individual cuts of meat are sliced at their local market.

The final phase of the program included visiting two inner-city stores. Here company executives explained what to look for when buying meat, poultry, and fish, the advantage of reading labels, savings in bulk buying (if proper home storage is available), and the higher cost of fancy and convenience packaging.

A lesson in comparison shopping emphasized that store brands and store packed produce and meats cost less than nationally advertised brands. The assistants were able to measure, weigh, and taste products for their own comparison. Most aides were able to distinguish only a difference in cost—a difference that could mean more for their food dollar.

"The program assistants obviously gained a great deal from this project," said Mrs. Margaret Pettet, area Extension foods and nutrition agent. "Much of what they learned had been taught in training—but was more effective when they were actually in the store comparing three open cans of peaches. This in-store training will now become a part of all future program assistant training."

Similar training programs have been conducted in Cincinnati, Ohio, and Louisville, Kentucky, and are being explored by several of the company's other 24 branches throughout the country. □

by  
Tom McCormick  
Associate Extension Editor  
University of Vermont

## Stopping the downspiral



Purists may claim that better farming begins with a soil test. But in Vermont, growing numbers of believers vow that the better life starts in a doctor's office.

"It stands to reason that you can't work hard if you don't feel well," says Lester Ravlin. "And there's no way you can feel well if you're not healthy. A medical checkup pinpoints the problems."

Ravlin, a big man with a booming voice, is the State coordinator of the Rural and Farm Family Rehabilitation

Project. This outfit—90 percent Federally funded—helps rural families that got left behind, the so-called other America caught in the downspiral of poverty.

The agency is under the umbrella of the Extension Service—University of Vermont. As such it has access to Extension's agricultural and homemaking expertise. But as a State rehabilitation agency, it also has informal but close ties with welfare and job training agencies.



*Farm machinery maintenance is a key part of training given under the Manpower Development and Training Act. This man, above, is starting at the beginning by steam cleaning an engine. At left, a producer gets help in putting his idle farmland into Christmas tree production.*

Vermont has been something of an innovator in packaging these talents, so the project has attracted a number of top-level visitors for evaluation purposes.

The basic idea is to help people. This usually is awesomely complex but on a few occasions of cherished memory, wondrously simple. But let Ravlin tell it:

"It's hard to believe, but a dentist kept a farmer in business. The farmer's teeth were shot so he was picky about his food. That made him undernour-



*Wives of Christmas tree producers, below, prepare to bring in extra income by taking a training course in making Christmas wreaths and other decorations.*



ished, his energy went down, and his farm slipped. A partial plate turned him right around. He's far from rich, but he's hanging in there."

But more often a cluster of factors can form a poverty syndrome, defying textbook solution. Physical or mental handicaps often limit educational progress, narrow financial opportunities, and lead to discouragement. This can be compounded by drinking and marital problems as the fog of defeat rolls in.

What can be done?

Initially the program concentrated on improving farm practices. As income rose, aspirations and self-esteem would rise, lessening satellite tensions. Or so the reasoning went.

Experience taught otherwise. Many of the problems south of the financial equator were too complex to be solved by better farming methods. Indeed, it was often difficult to introduce such techniques until human barriers were leveled. When this was realized—and the proper officials and lawmakers

persuaded—the rehabilitation capability was added.

Everyone coming into the program now must have a physical. In addition to the dental problems mentioned earlier, checkups have disclosed such things as varicose veins, diabetes, hernias, and nutritional gaps.

The agency has about \$70,000 to deal with these physical gaps, a sum calling for frugal stewardship in view of the 400 families being assisted.

While this is being done, counselors and aides visit the farm and make an inventory of human and natural resources. The county agent gives specific recommendations. Then the team works with the family to draw up a rehabilitation plan which fits its needs.

A key ingredient of this team approach is the referral system. Many of the services that the middle class takes for granted are unknown or mysterious to persons down on their luck. The project teaches them how to use public resources when needed.

One family dropped out of dairying 5 years ago, hovered on the edge of welfare, and returned to productivity with market gardening, a roadside stand, and heifer raising enterprises. Soil Conservation Service help with a farm pond was a key factor here.

"In most cases we try to help a family stay on the farm," Ravlin reports. "Usually that's where they want to stay. Then, too, they seldom have the skills or opportunities to make a real go of it by moving to the city, particularly when jobs are scarce."

Step one, then, is to put the family on its feet physically. Step two is to utilize natural resources fully, making all possible changes to improve income. And step three is to add new training when possible, sharpening skills that will mean more income on and off the farm.

The project has initiated training in mechanics, welding, Christmas wreath making, electricity, and—the newest field—building maintenance.

A few families have been able to move off welfare. Many have avoided going on the rolls. And many, many families are better off than they would have been. This means that society as a whole is better off.

And the biggest contribution of the program?

"This may surprise you, but I think it's education of officials and leaders," Ravlin said. "This project has shown both the need and what can be done. People who make the decisions have something to go on. And this means that people who need help the most will be getting more of it in the years ahead." □

# Environmental specialists—new link with people

by

Joye Patterson  
Research Associate  
Environmental Health  
Surveillance Center  
University of Missouri-Columbia

Who is available to help communities that are struggling with environmental problems?

A familiar question?

In Missouri there's a special staff to help with such requests. They are called environmental specialists.

This pilot project began in 1968, in response to increasing numbers of requests for this kind of assistance. At that time two specialists were appointed to the staff of the Environmental Quality Program of the Extension Service of the University of Missouri. Both were former youth agents with special interest in environmental matters.

They began their new assignment with extensive study to further their own awareness and understanding of ecological concepts, environmental legislation, available resources, and the like.

They became acquainted with faculty members on the university's four campuses whose skills and knowledge could be helpful, and they visited with the staff of the State and Federal agencies whose services relate to environmental protection.

They were assigned to contrasting locations in the State. One is stationed in Sedalia and serves a 15-county area in west-central Missouri. The other is in the inner city of St. Louis. A comparison of their experiences should indicate



whether environmental educational needs differ from urban to rural-small town areas, and, if so, how.

These environmental specialists work with all age groups—with individuals, schools, agencies, legislators, civic groups, service clubs, youth groups, farm organizations, "and anybody else who asks us."

Their primary job is one of education. They try to provide facts about the environment that will help people put into perspective the mass of environmental information they get from the news media, publications of industry and private organizations, and others.

Audio-visual materials produced by Extension for environmental programs are being widely used now throughout the State. A 20-minute tape-slide presentation entitled "Spaceship Earth" is available on loan through the film department of Extension and is used by many community groups, as well as by the agents in their own presentations.

These new specialists are serving

*Environmental specialist Bill Young, above, discusses environmental quality with delegates to the State 4-H conference. At right, specialist Jack McCall (right) puzzles over a question during a break in an all-day action conference on lead poisoning.*

another important function, too. They provide a direct link between the people of the State and the university, just as Extension field agents in agriculture, for example, have always done.

They are able to put a community in touch quickly with university staff members who can be helpful as local groups begin to define their particular environmental problems and work towards solutions.



meeting with programmers and area environmental councils.

For example, the agent in the western part of the State is working with industrial representatives regarding the use of abandoned strip mining pits for solid waste disposal.

He also has helped to bring together youth groups in the Kansas City area—4-H, Girl Scouts, Boy Scouts, and Campfire Girls—who are combining their efforts in a project called STEP 1 (Save the Environment, Please).

Another project involves working with schools in the southern section of the State to plan a conference for high school juniors in that area. Ideas for programs and projects which the students can develop in their respective schools will be discussed during the all-day program. It is expected to serve as a model for similar conferences elsewhere in the State.

In another project he has brought together a regional planning group and a team of engineers on the university's campus in Rolla. They plan to study an area in the southwestern section of the State where a large dam and reservoir is planned.

Through computer modeling, they hope to be able to show—before the dam is built—what changes could be expected in the region (in ecology, economics, population, etc.) so that appropriate planning can be done to prevent the development of some environmental problems in the future.

The environmental specialist stationed in St. Louis is serving as a resource person to citizens' groups who are struggling with environmental problems in the inner city.

He explains, "My role in these relationships at this time is primarily that of listener. I am trying to understand some of the complexities of environmental problems in the city for which there are no instant answers." In the process he is helping to bring groups together to work on projects of mutual concern.

At the request of public school teachers in the area, he arranged for an evening short course on the environ-

ment. Approximately 36 teachers are attending.

He also has planned a short course for leaders of women's organizations, which will meet in September. He is working with several local groups to plan a conference on lead contamination, which is becoming recognized as a problem of epidemic proportions in some urban areas.

And he is helping to develop a conference for governmental officials (mayors, county officials, etc.) on the role of the local community in improving the quality of the environment.

These new specialists are serving a vital role in bringing the University and its resources close to the people, where the problems are. They serve as two-way channels of communications—taking information to the public, and bringing back new questions to researchers on the campus where answers can be sought.

Perhaps their most significant accomplishment to date is the fact that individuals, legislators, and concerned citizen groups are looking now to Extension for guidance in developing environmental programs and conferences. They also are turning to Extension as a reliable source of facts about the environment.

As funds become available, Missouri hopes to expand the number of these specialists in the field so that all parts of the State may be reached by Extension's environmental quality program. □

The environmental specialists also meet periodically with community and regional planning groups to encourage planning that may help to prevent future environmental problems.

The services provided by these specialists are many and varied. They work particularly with groups within their respective geographical areas, but help with statewide projects, too. They also work closely with other Extension staff,



by  
J. Cordell Hatch\*  
*Radio-TV-Audio Aids Specialist*  
*Pennsylvania Extension Service*

## CATV unites a community

Cable television systems and ethnic neighborhoods dot this country like freckles on a redhaired boy, and the number of each continues to grow each year.

More than 2,500 Community Antenna Television (CATV) systems now operate in the United States. The number of systems and subscribers could increase sharply during the next few years.

While most systems simply pick up signals from broadcast stations and redistribute them by cable into subscribers' homes, some now produce their own programs.

America continues to be a frontier for people from other lands. From Puerto Rico alone in 1970 there was a net migration gain of 44,000. Some of these came to Berks County, Pennsylvania, where they joined the several thousand Puerto Ricans already living in the Reading area.

Most plan to make their homes here, but a few are working and saving for their return to Puerto Rico.

The Puerto Rican newcomers, like any immigrants, go through a period of adjustment that may take years. As strangers in a foreign culture, they search for any remnant of familiarity. They want to hear their native language—Spanish. For many, it's the only language they know. They thirst for news from back home, and they love to reminisce.

But this clannishness did not create group unity. Old-culture class distinctions, jealousies, and prejudices remained.

*\*Editorial assistance by Kevin Hayes and Ellen Garber, Pennsylvania Extension Service.*

Several attempts to get the Puerto Rican community to pull together failed. There was suspicion and jealousy of the professionals and para-professionals who were trying to help.

Not until a Spanish-language program was started over the local cable television system did many of the barriers start to crumble. Here was something with which all factions could identify. It, probably more than any other single thing, has helped to develop a unity of purpose, a spirit of cooperation, and a sense of community among the Puerto Ricans.

Television was the outgrowth of other programs. From the outset of the expanded food and nutrition education program, advisory groups had encouraged Extension to give attention to the Spanish-speaking population in Berks County. Four Puerto Rican aides were hired in 1969, and a social work graduate from the University of Puerto Rico was added to the county staff in 1970 as a youth nutrition assistant.

Group meetings were tried early in the program, but a cultural attitude interfered. The women felt they should be in the kitchen when the man of the house came home. Familiar and convenient meeting places and babysitting services didn't help. Group meetings simply were not part of the Puerto Ricans' way of life.

Because the Puerto Rican men held the dominant position in the family, the women were reluctant to make decisions or promote change. In many households the women didn't even make food purchases.

Recognizing this, the Extension Service decided to direct their message



more to the men. But what was the best method for reaching them?

Television was found to be a common denominator for all members of the family. They watched television and subscribed to the cable system even though there were no programs in Spanish. Starting a Spanish-language program seemed to be the answer.

Cable representatives, Extension personnel, nutrition aides, some homemakers, and leaders of the Spanish community worked together to develop a format, select participants, and prepare for the program.

Berks County Extension Home Economist Marian Dawson organized the conferences and invited Extension television specialists from Penn State University to help with the planning and to conduct training in television techniques.

Panorama Hispano, a half-hour program, made its debut in June 1970 on a biweekly basis and is now aired twice weekly. Its goal is to strengthen family life, improve the self-image of Puerto Rican residents, tell about the community and its services, and offer direct and practical education on homemaking, with a strong emphasis on nutrition.





*Above left, Extension Home Economist Marian Dawson and the program director help the nutrition aide-TV hostess get set for a show. A Spanish-speaking 4-H member, below left, shows how to make tuna sandwiches. With her is another aide who appears on the show regularly.*

CATV, would go anywhere to do a program. Many of the early programs were taped at Maximillian's home, usually in the kitchen. Now the company has better equipment and a large studio where the show originates.

While technical advances have been made, the show's "staples" remain news, information, and instruction spiced with entertainment.

A musical combo opens and closes each show and plays selections in the body of the program. Other regular features include community news, announcements, reminders, appeals (such as for chest X-rays), comedy skits, interviews, and an 8- to 12-minute Extension feature, usually a demonstration related to the nutrition program.

Agencies employing and serving Spanish-speaking people have been the subject of interviews. Special programs have highlighted social processes, such as registering a child for school; an "asado"—a Spanish style pig roast; and holiday traditions of Puerto Ricans.

The program goes out each Wednesday at 7 p.m. and Friday at 3 p.m. Do the people watch? The Extension aides say, "Everybody sees Panorama Hispano."

Home visits by the aides on Friday afternoons often are cut short when they are told, "I can't talk with you any more right now; the TV program is on."

New families without TV sets are invited into other homes to watch the program. Aides promote viewership by leaving copies of a mimeographed leaflet which tells about the TV program as well as 4-H, the nutrition program, and other services of Extension.

The aides are regularly asked, "What's

on TV this week?" Or they are told, "I saw you last week, and I understand what you teach."

With about 23,000 subscribers, the cable system brings Panorama Hispano into approximately 2,000 Spanish-speaking households—about 7,000 people—as well as to the community at large.

The program at first was guided directly by the county Extension staff. Now, a committee from the Spanish-speaking community has accepted the responsibility for planning and producing the show. It includes Puerto Ricans working with the Spanish Council, YMCA, Model Cities Program, American Bank, and Extension.

The formation of this committee began to motivate members of the community to work together toward a common goal. Everyone cooperates to produce Panorama Hispano, and no individual or agency alone takes the credit for its success.

Much of the success, however, can be attributed to the enthusiastic support of the personnel and management of Reading CATV. They believe that any cable system must reflect the community it serves. It must deal with people and their problems and needs.

Reading CATV is not using Panorama Hispano just to meet a public service commitment or to comply with any regulation imposed upon them. They feel that their medium is the ideal vehicle for bringing such programming to the people who have a great need for it.

The Spanish-speaking people have benefited from the information presented on the program. And other members of the county population have gained some understanding of the Puerto Ricans.

But more than that, through their committee planning sessions the Spanish-speaking people are learning about small-group democracy, management of time, skills development, and leadership principles. They have organized and produced a success—Panorama Hispano—and from it, they have gained the confidence and ability to produce others. □



At the outset, no one had experience with television, and the cable company was not well equipped. Their facilities consisted of one small camera, a one-inch videotape recorder, a mike, a couple of lights, and a few other odds and ends thrown into a small panel truck.

The truck, equipment, and Joe Maximillian, program director at Reading



# Making a house a home

## a community concern

by  
Keith Moyer  
*Assistant Professor—Housing  
University of Wisconsin*

What is a house? A place? A thing? Third box from the end—the one with the green door?

Whatever it is, it's not necessarily a home.

A house becomes a home only through interactions within the total community. The community, to survive, must provide for six services or functions in relationship to its homes:

—a price structure that offers all people in the community a choice in size, room number, and location,

—a receptive atmosphere, in which new households are accepted and strangers can find a place in the community,

—employment opportunities where skills can be developed,

—physical mobility so that the household can be close to employment (at least in terms of time),

—strong social and community organizations which give support to household members in times of difficulty, and

—encouragement and rewards for small-scale private entrepreneurship.

Instead of trying to build more "little boxes," we should examine communities in terms of the six needs. A community is a series of systems that interconnects the houses. The better the systems, the better the houses, the better the homes.

As essential to consider as the quality of housing structure is the context (community) in which the housing exists. Twenty years ago, Congress set a national housing goal of "a decent home and a suitable living environment for

every American family." The public services, the environmental constraints, and the social and economic climate are the base factors that will determine the minimum standards of acceptability of the homes in the community.

The structures themselves are needed, too, of course. But these other factors must also be considered if housing conditions are to be improved on a lasting basis. To ignore them results in widespread apathy—helplessness which saps the will to improve.

Many current considerations about housing differ from traditional thinking, which was based on a largely agrarian society with land ownership ideas that may no longer be functional.

For example, communities already are considering how to help the elderly, the low-income people, and the migrants by building structures which will house far more than one family. They are considering mass housing units in the form of high-rise apartments; town houses; or low-rise, high density structures.



These communities are admitting that a home can be more than a house freestanding on a lot.

The University of Wisconsin Extension staff is involved in several efforts to teach the public that housing is a community problem which may need to be approached from many angles and possibly with some unorthodox thinking.

It became obvious that before Wis-

*This is the second in a series of articles on rural development. Next month—interagency cooperation for manpower development in Minnesota.*

consin Extension could begin a concentrated attack on housing problems, coordinated efforts from many disciplines would be needed.

An informal housing group of nine people from eight departments was organized to help insure the necessary interdisciplinary approach and coordination. Some are full-time Extension workers, and others have resident staff and research responsibilities.

The housing group was formed to:

- identify housing problems and program needs in Wisconsin,
- assess available resources (manpower, money, current programs),
- lead the development and implementation of housing programs for University Extension in cooperation with UW-Madison,
- provide backup support for county Extension staffs and communities undertaking local housing improvement programs,
- disseminate the housing programs and research of UW-Madison and University Extension,
- obtain funds for educational efforts and research devoted to housing, and
- serve as a base and vehicle for implementing interdepartmental research.

Special programing, needed publications, and research now are flowing from members and their departments.

Helping housing authority personnel to do their jobs better and counseling individuals on home improvement are two of the greatest needs Extension has identified.

Educational programs for housing authority personnel who operate units for the elderly are offered under a special grant. This series, which has been going on for 2 years, consists of 2-day workshops.

An advisory board from the housing authority meets with Extension workers to decide the theme and general topics of the workshops. Mrs. Marion Longbothan, Extension home economist, has provided leadership in securing speakers and arranging meeting details.

Topics have included such knotty problems as how to select tenants, how to deal with complaints, and how to handle interpersonal problems among tenants.

The programs have been offered in five Wisconsin locations, with a different program for the spring and fall in each location. About 15 or 20 housing personnel have participated in each.

Another type of program, offered in cooperation with the Milwaukee Welfare Department, deals with client counseling on home improvement. The HIP (Home Improvement Program) is offered on a continuing basis. The 8-week course has two entrance requirements: the student's family must be on welfare and must be buying a home under the interest subsidy program provided by Section 235 of the National Housing Act.

Mrs. Cathy Radanovitch, Extension home economist, teaches the course at the Welfare office. The new homeowners learn techniques for cleaning, the best kinds of supplies to buy, and where to buy them at the most reasonable prices.

After they learn what to look for in drapery fabrics, they receive money to buy material and are taught to make drapes. One day a week, the group meets in a home to get practical experience on what they are learning in the classroom—painting, laying tile, fixing a sink drain, etc. As a result of their training, participants are better able to keep their homes in good condition and avoid unnecessary maintenance and repair bills.

This program also has been in operation for about 2 years, with 15 to 20 people taking part in each session. At first, students had to be solicited. Now, there's a waiting list.

The housing group is seeking ways to provide more of these kinds of programs. Obviously, many of the people most in need of help cannot afford to pay fees or tuitions.

Other needs which have been identified by the housing group are management training, land use information for community leaders, and financial counseling for potential home buyers.

The County Rural Development Councils also are trying to cope with some of Wisconsin's housing problems in cooperation with Extension. Their involvement in housing issues is evidenced by their increasing requests to Extension for help with such problems as how best to handle mobile and modular housing, form housing authorities, and develop housing for the elderly.

Another vehicle used to disseminate ideas in housing is a series of publications aimed at the general public and high school students. The first two in the series are now available: "Why Zoning? The Case of People Versus Grass," and "Mobile and Modular Homes—Problem or Potential Help to Housing Dilemma?"

The series is written to cover basic principles, in nontechnical language. Other subjects will be housing codes, mobile and modular home taxation, building codes, subdivision ordinances, and sanitation codes.

Research which involves many departments is progressing in three main areas:

- an attempt to find an alternative to the septic tank as a means of sewage disposal in small areas that are too diverse to have municipal systems,
- an attempt to design an instrument for citizen use that would evaluate the cost of a home to a community in terms of costs of all services provided, and
- a search for an equitable tax assessment and evaluation policy for mobile and modular housing.

The University also is preparing to study the quality of environment of communities in terms of their physical assets. The landscape architecture department is developing an inventory for this purpose.

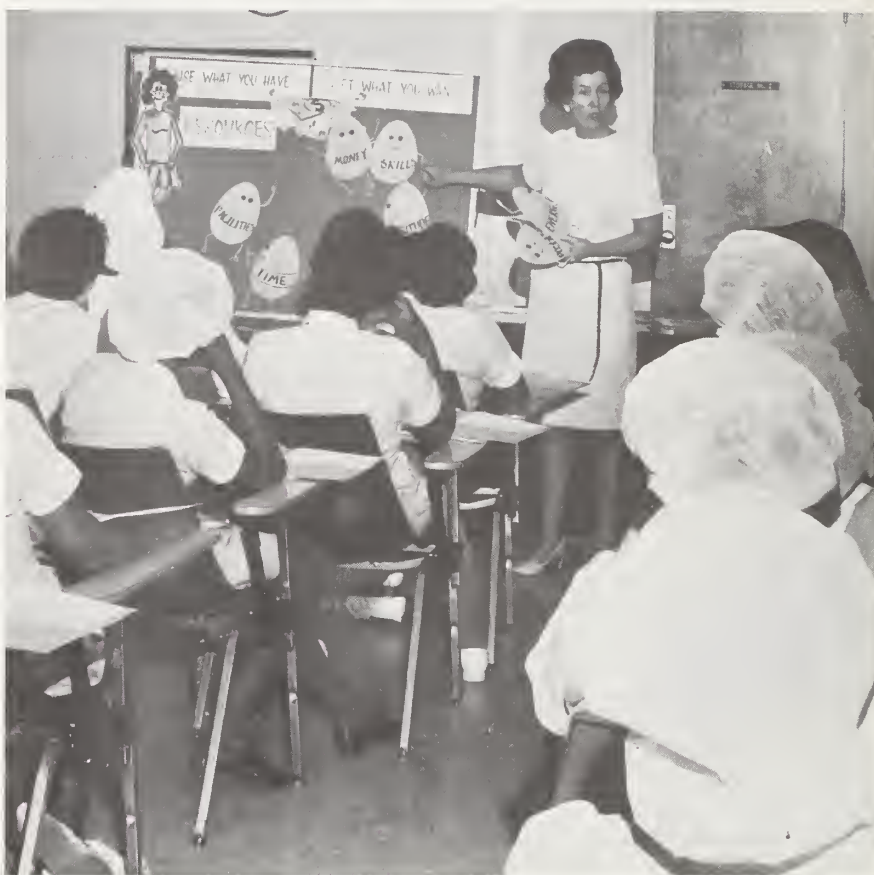
Because housing involves so many disciplines and governmental structures, plus large sums of money in many instances, real change or progress comes slowly. Real progress *is* coming, however, with the increasing awareness that it takes more than just new structures (houses) to make viable homes and communities. □



# Hospital workers welcome tips on spending

by  
Mrs. Margaret Nichols  
Extension Home Economist  
Lee County, Mississippi

*Extensive use of visual aids helped get the money management points across to the employees of the medical center's dietary, laundry, and housekeeping departments.*



I'd held a lot of Extension meetings, but this one had me worried. The hospital employees to whom I was about to speak had little formal education. Some could neither read nor write.

I was attempting to teach money management, not a very tangible subject. And again I asked myself, "Why is the largest employer in my county willing to pay 150 people \$1.60 an hour for five hours just to listen to me?"

This special educational program was a staff effort, an important factor that

contributed toward whatever progress has been made. The Lee County, Mississippi, Cooperative Extension Service depends heavily upon a lay planning committee consisting of a cross section of local leaders with varied backgrounds but a genuine concern for the well-being of families in the county.

Fifteen of these leaders met with us in October 1969 to discuss family living and possible contributions that Extension might make toward improving it in 1970.

Among the facts that the group recognized was that more than half of the 13,000 homemakers in Lee County were employed outside their homes. The committee further identified consumer competence as the subject matter of major concern locally, together with the particular needs of employed women whose families are in the low-income category. Extensive followup visits and conferences were planned.

Of particular significance in the followup were my visits with members



of the Community Relations Association, an organization which serves as liaison between management and labor. Most of its activities are channeled through a personnel club.

I spoke at one of the monthly meetings of this club, emphasizing my interest in the employed homemaker and how the resources of Extension home economics might be made more accessible to her. Members enthusiastically agreed that the efficiency of a woman's performance as a homemaker influences to a marked degree her productivity as an employee.

Several days after this meeting, the personnel directors of the North Mississippi Medical Center asked me to discuss with them some of the educational needs of their employees. This center employs some 800 persons, making it the largest employer in the county.

I learned that large numbers of these employees in the laundry, dietary, and housekeeping departments had a median educational level of fourth grade. Some could not read and write.

They had high absentee records and were involved in constant inquiries about debt payments. The decision was that I should conduct in-service training for them in money management.

The next step was to prepare myself to teach one of the less tangible subjects to the undereducated. I felt that this was an unusual opportunity, but one that involved tremendous risk.

I was concerned about such things as the time for preparation, what the administrative staff of the hospital expected as a final result, how I could justify the investment that the hospital was making, and whether my audience could understand my presentation and publications that I planned to give them.

I found later that some of these concerns were unnecessary; yet they influenced the amount of time spent in planning, and I now realize that what seemed like unimportant details were extremely important to the final outcome.

I learned all I could about money management and teaching techniques. This required library study, conferences

with Extension subject matter specialists at Mississippi State University and with bankers and other credit people, and a renewed commitment to practice what I was about to "preach."

I decided that a simple plan for money management was not enough. In addition, I must teach these people how to make decisions about what they could afford, how to identify their resources, how to alternate use of these to achieve family goals, and how to establish priorities.

Finally, when I sat down to write the lesson scripts and handouts, everything fell into place. It was fun! Everyone in the office was involved.

Four of the five lessons were related directly to money management. The fifth dealt with time and energy management in personal housekeeping. The overall theme of the series was "Use What You Have To Get What You Want—Be Somebody Special—Be a Happy Homemaker!"

We talked about planning, shopping, and credit. Our handouts featured the theme, a simple poem to introduce each lesson, drawings, brightly colored paper, a minimum of words, an easy reading level, and only one complete thought viewed at a time.

A consistent style was developed throughout the lessons and for the visuals that were coordinated with the handouts. I discovered that magnetic boards are fascinating.

Finally, I presented the first lesson. The members of the group were warmly responsive. I felt that they got the message.

The lessons were repeated in the hospital until a total of 106 "graduated." Our materials included a handsome certificate of recognition signed by the Extension home economist and the personnel director.

While I doubt that all who completed these lessons learned to manage their money, the hospital staff has reported an observable difference in attitude toward credit use. There are fewer calls about debt payment.

In addition, some of the participants

have contacted me for additional help. I've had numerous requests for copies of the handouts and planning forms.

Three additional employers have asked that the lessons be presented to their employees. These are scheduled for the fall of 1971.

The lessons have been reviewed and kits of teaching materials prepared for 62 teachers at the local Vocational Technical Center. They are presenting it to more than 1,000 enrollees in basic education.

The shopping lessons and portions of the information on credit have been adapted for the Appalachia News, Vocational Technical Center newspaper that is distributed to more than 20,000 persons.

The entire series is being presented during 1971 to parents in five Headstart Centers.

The personnel club has budgeted \$120 to purchase a filmstrip series on basic economics for use by area industry and by team teachers at the local high school.

Because of publicity given these lessons, 148 conferences have been held with additional employed homemakers.

As an indirect result of the series, I was invited to conduct a special promotion of Extension home economics in a local shopping mall. From this came the organization of two new 4-H Clubs with 26 members and a homemakers' group involving 24 enthusiastic newcomers to Extension.

From this experience, I have become more aware of some implications for all of us as Extension educators: we must be continually aware of the correlation between planning and outcome. The competition for the time, energy, and attention of people will necessitate increased efforts to develop innovative, creative, glamorized programs which serve priority needs.

We are more effective through cooperative staff effort. And we must be challenged to develop the kind of interest and self-involvement that makes work no work at all. □

# Cleaner water: goal of W.Va. training program

by  
Joseph L. Fasching  
*State Extension Specialist-Press  
West Virginia University*



*The recycled water, right, is pouring into the Kanawha River from the Charleston municipal treatment plant. Watching Dennis Davis (center) cleaning the weirs are plant supervisor Austin Gates (left), and Dr. Harold McNeill.*

Faced with more stringent State and Federal regulations on sewage treatment and disposal and the growing public clamor about the environment, several communities and industrial plants have turned to West Virginia University for help.

Of concern is the condition of our rivers and streams, the sources of domestic and industrial water. These must be kept free of pollution if human, aquatic, and wild life are to survive and if industrial development is to continue in the State.

Dr. Harold McNeill, director of the Environmental Development Division of West Virginia University's Appalachian Center, explains, "The problem with water is that many regulatory agencies are involved, all with limited areas of jurisdiction and concern. Responsibilities are not clearly defined; therefore, we have many situations where programs overlap while other areas become a 'no man's land' and nothing is done. Cooperation is necessary if we are to bring about a comprehensive approach to cleaner streams and water resources."

Many communities and industries are

building sewage treatment plants and installing more sophisticated facilities for treating sewage and recycling water. At the same time, there is a critical need for trained workers to operate these plants.

Neither the quality of the water recycled into the streams, nor the efficiency in the use of the equipment has met expectations in several plants. And these problems are not unique to West Virginia.

The need to train operating personnel has been recognized by several agencies, including the Environmental Protection Agency (EPA) and the Departments of Labor and Health, Education, and Welfare.

Labor, HEW, and EPA are providing funds to conduct sewage treatment training programs in a number of States. In West Virginia they petitioned the WVU Appalachian Center, through its Extension resources, to organize and conduct such a program.

Directing the West Virginia program is Jerry Burchinal, WVU professor of civil engineering, in cooperation with Dr. McNeill. Two 44-week courses have



been conducted in different regions of the State.

Thirty-five supervisors and plant operators from municipalities and industrial plants have completed training held in Charleston and Princeton areas—at State college facilities.

A third course began last spring at the Parkersburg Community College. Classes, held in the evening twice each week, are attended by 22 operators in the highly industrialized Ohio Valley



*Nat Gordon, left, a graduate of the sewage treatment operators' course, tests a water sample for biological oxygen demand in the laboratory of his company's treatment plant.*

region. The course is non-credit and each worker studies on his own time.

The course has been incorporated into the WVU Continuing Education Unit (CEU) program, in which transcripts of each student are kept of CEU credits earned through participation.

According to Director Burchinal, 8 to 10 industrial firms and 12 municipal plants have been represented by workers in the classes.

Each trainee participates in from 300 to 330 hours of class instruction and is given some 70 hours of "over-the-shoulder" training in actual working conditions.

The objectives of the training program are to provide the trainee with orientation in water supply and waste water control; development in educational skills—math, communications, and sciences; coordination of these skills with unit process operating skills; knowledge of local treatment plant training; and motivation to pursue further expertise for career development in this field.

Sewage treatment plant operators must have the skill to keep effluent problems within the requirements of the State and Federal regulations. Stricter enforcement is anticipated by January 1973, and water from sewage treatment plants pouring into public streams after that date must be 90-95 percent free of impurities.

Austin Gates, supervisor of the Charleston plant, and M. E. Hall, director of air and water pollution abatement for the Union Carbide plant near

Charleston, were high in their praise for the training workers are receiving. Both indicated that their plants now operate at a high rate of efficiency because workers who have completed the course are able to perform their jobs better.

Hall said, "We are getting more attention and interest from our operators. They are able to recognize problems better, and their attitudes are more positive. They now offer suggestions for improving our operation; they exercise initiative in getting at problems. I can definitely see the changes in their operating ability."

Hall's plant is operating at over 90 percent efficiency, and he feels he is 1 to 1-1/2 years ahead of the goals the State Health Department has set.

Glen Fortney, of the Department of Health, who served as an instructor at one course, said there were indications that the training is revealing positive benefits in many areas of operation.

"In the Charleston City plant, for example, the progress in achieving Health Department standards is improving steadily," he stated.

Gates said his plant is running at 95 percent efficiency. Since eight of his workers have taken the course, he has received higher certifications from the State Department of Health in technical materials, personnel, and biological oxygen demand testings. About eight million gallons of water and sewage are processed daily through the Charleston plant.

Operators are equally pleased with the training. Harvey Atkins, plant operator, has moved up to a first class operator certification. "The course enabled me to get a better understanding of the sewage treatment process and the operation of our plant," he said. "It should be mandatory for all operators."

Richard Kempf, of the same plant, said: "The course has offered me the confidence and hope that I may be able to run a place like this one of these days. Before the training, I did my work mechanically, but I didn't fully understand what I was doing."

Dave Blankenship, Union Carbide operator, explained, "It has provided

me a greater mobility; I am capable of working in other plants, and I am capable of taking on greater responsibilities in this plant."

Another operator believes the course helped him to qualify for a foreman's position.

Director Hall pointed out that his plant spends \$1 million annually for its water pollution abatement, a total of \$120,000 of which goes toward the operation of the plant laboratory. The plant also processes eight million gallons of water per day.

Dr. McNeill noted that much cooperation among the various agencies and divisions of the University is involved in conducting the sewage treatment training. The WVU Appalachian Center, through its off-campus Extension personnel, arranged for the sites and facilities for instruction. Extension workers also handled the information notifying personnel interested in taking the courses.

Director Burchinal designed and directs the curriculum for the courses. Area Extension staffs arrange for instructors to teach the course work, and provide for on-the-job training.

"The program demonstrates successful cooperation among agencies, as well as cooperation of divisions within the University, through proper application of resources from the various disciplines," Dr. McNeill said.

"As a result, it suggests that there are ways in which WVU or any land-grant university can become more relevant to the problems of communities and the people of the State." □





# Industry programing —

## an idea whose time has come

Our world is shrinking at an increasing rate in the face of constantly improving communications and transportation technology. Dependence between the various levels of a commodity industry grows continually. Public demand that social costs, and more particularly those related to environmental quality, be given more consideration adds new kinds of pressures on agricultural industries.

These are just a few of the specifics that underlie the trend to "industry-wide programs" that relate to agriculture and natural resources. Industry leaders and those in Extension and research who serve these industries have recognized that these pressures call for greater efficiency and improved quality at every step in the production and marketing of farm-produced food and fiber products.

Briefly, an industry-wide program is designed to reflect consumer desires at the various levels throughout the production and marketing system. And they usually take the additional step of market development and promotional programs to increase consumer demand. Such efforts are designed to bring the most advanced technical and management knowledge to the industry in an effort to reduce costs, improve its competitive advantage, and expand markets.

Extension is becoming increasingly involved in industry-wide programs. Indeed, State and national staffs provide leadership in their development. The prime example, of course, is the Sheep Industry Development Program. Others initiated later, and now at various stages of development,

include swine, cotton, soybeans, apples, and others. The Congress appropriated \$500,000 for the expansion of a cotton program which was proposed as a major industry-wide effort.

The industry programs are geared to the expressed needs of those involved at each step in the industry. Representatives of producers, processors and distributors, research and Extension at both the Federal and State levels participate in building the programs. Their task is to match the available knowledge, and delivery system for knowledge, against the expressed needs.

Good local planning is as important as ever to serve the varying needs from producer to producer, county to county, and State to State. The industry programs provide a tool to make local planning more effective. They provide a framework against which local Extension workers and producers can evaluate the level of planning and programs in terms of market needs and facilities, educational needs and current practices, and materials available to improve efficiency of production and marketing.

Leaders are using the industry-wide programing concept in agricultural industries to identify their most critical problems and needs in different phases of the industry to build programs using their own resources and those of public institutions such as Extension and research to achieve their goals. Experience to date definitely indicates that it is an idea whose time has come—WJW